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1963
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- **1½ teaspoon salt**
- **⅛ teaspoon pepper**
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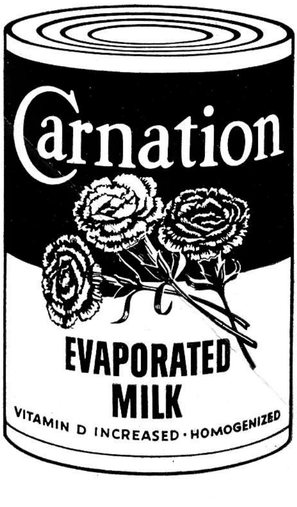
- **1 loaf French bread**
- **Aluminum foil**
- **Sliced process cheese, cut in strips**

Combine first 9 ingredients. Cut French bread in half lengthwise. Spread meat mixture evenly over top surface of bread. Wrap aluminum foil around crust side of each half, leaving top uncovered. Place on cookie sheet. Bake in moderate oven (350°F.) 25 minutes. Garnish with strips of cheese. Bake 5 minutes longer. To serve, cut slices across or diagonally.

"from Contented Cows"



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Canadian Home Economics Association — Membership Application and Information Form

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EDITOR
Miss Shirley M. Weber
School of Home Economics
University of Manitoba
Winnipeg 19, Manitoba.

ASSOCIATE EDITOR
Mrs. June Jackson
21 Mohawk Bay
Winnipeg 6, Man.

FEATURE EDITORS:
Mrs. Bertha Peterson
Lenore Newman
Gwen Leslie
Marjorie Kennish
Mary Hiltz

NEWSGATHERER
Miss Dorothy Hall
440 Campbell Street
Winnipeg 9, Manitoba.

BUSINESS MANAGER
Mrs. Dorothy Bolton
School of Home Economics
University of Manitoba
Winnipeg 19, Man.

ADVERTISING
Mrs. Jean Stevenson
Box 266, Winnipeg 1, Man.

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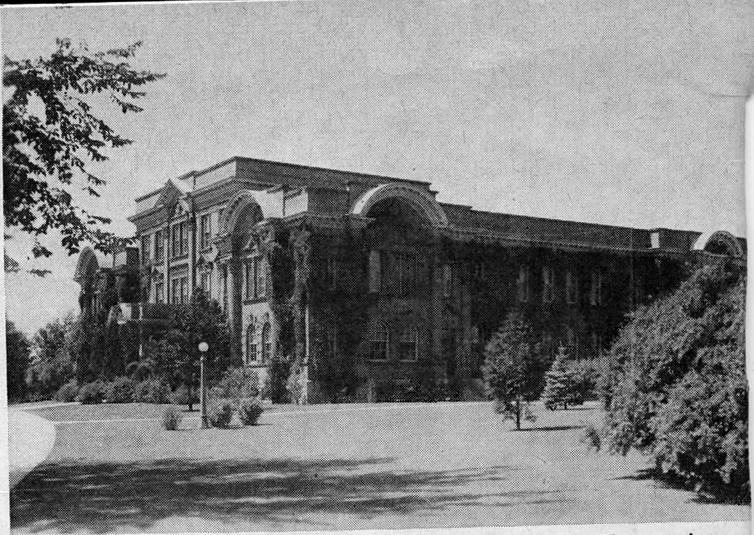

Since 1903 Macdonald Institute has offered Home Economics courses for women. In 1948 the four-year Degree Course was initiated leading to the Degree of Bachelor of Household Science (University of Toronto). There is a choice of three options in fourth year—Clothing and Textiles, Foods and Nutrition, Home Management. At the present time, two courses are offered, the four-year Degree and the One Year Diploma. The latter will be discontinued in 1963.

A Message from the President

Each month our General Secretary sends me a statement concerning membership. This I examine eagerly to see how we are progressing along the road to increased membership. Some of you may recall that at our annual meeting in July, the target was suggested of 1,000 members in 1962. The statement that reached me the end of January shows that we have a total membership, including life members, of 942. This is our all-time high. Although we did not achieve the target, we have come very close. It is appropriate at this time to thank the H.E.I.B.'s for the excellent results of their membership drive. We are very grateful to know that they plan to continue this project. The number of graduates from our various universities is increasing. We need their support in our National Organization. Please use the application form in this Journal to bring in at least one new member. Extra applications can be obtained from your Provincial Director. Is it too much to ask for a target this year of 1,200 members?

I would like to remind you of the Board of Directors' meetings to be held in Winnipeg at the University of Manitoba, June 19 and 20. The annual business meeting will be held in Winnipeg June 20.

Kathleen M. Watson
President, C.H.E.A.

World Food Resources

by Herman M. Southworth

Professor Southworth is a member of the Department of Agricultural Economics and Rural Sociology at Pennsylvania State University. The following article is a condensation of a lecture which Professor Southworth gives as part of the course "Food and People" in the College of Home Economics at Penn State.

"Food and People," one of the six core courses required by all students in most of the majors in the College of Home Economics, was planned by and is given primarily by Dr. Miriam E. Lowenberg, Head of the Department of Food and Nutrition in the College.

Since the beginning of man on earth, a larger share of human labor, of human time and effort, has gone into meeting the need for food than into providing for any of the other human needs and wants, usually more than for meeting all other wants combined. The success of a society, or a culture, or a civilization, therefore, depends first of all upon success in providing food. I suggest three measures of this success:

1. How large a population can the society maintain from the standpoint of food consumption?
2. How well does it maintain them? Are they well fed, nutritionally, or to what extent do they suffer from dietary diseases or from outright hunger or starvation?
3. How large a proportion of the labor force is required to feed the population? How much time and energy is available for other kinds of production and for leisure, after food requirements are met?

Over the course of history, mankind has been increasingly succesful by the first of these three criteria. The human population of the world has increased enormously, and continues to grow rapidly. By the second criterion we are today, at least, only partly successful. Many present-day human societies clearly have low levels of nutrition, some verging upon or recurrently slipping below the starvation level.

By the third criterion, also, there is tremendous variation among different peoples. In countries like the United States, much less than half of human effort is devoted to producing and distributing food, and this in spite of high levels of leisure. In some other countries, the great bulk of the population is engaged in supplying food.

What are the determinants of success in food supply? What determines man's ability to feed himself? I will discuss the controlling factors under three headings: (1) Physical characteristics of the earth as they affect food production, principally climate and topography. (2) Technology of food production and utilization—the methods that man has devised to overcome physical conditions, or to adapt to them and take advantage of them, so as to provide himself more food with less labor; man's control over nature. (3) Social inventions—the man-to-man arrangements and relationships that men have devised that help them collectively to raise levels of food consumption, but that also sometimes get in the way of increasing food supplies.

Physical Limitations of Food Production

The land area of the earth is around 57 million square miles, but not all of the land can produce food. Nearly half the land area, perhaps 27 million square miles, is too cold or too dry or too mountainous for growing cultivated crops, though some of this land can be used for grazing livestock, or is accessible to water for irrigation. Crop production possibilities on the remaining 30 million square miles are restricted by temperatures, by rainfall and its distribution, and by topography and soil condition.

Estimates published by the Food and Agriculture Organization of the United Nations show some 5.4 million square miles of land under cultivation, including tree crops, that is, less than one fifth of the land potentially capable of producing food. Another 9.9 million square miles is in "permanent pastures and meadows," making a total of a little over 15 million square miles in what FAO calls "agricultural area." Nearly 16 million square miles is listed as "forested land." Some of this may be too cold for food crops, but much of it could be made to produce food. In other words, only about half the land potentially capable of food production is actually used for agriculture, and two thirds of the land that is in use is in "permanent pastures and meadows," not in intensive use. Hence, I conclude that man is a long way from having the absolute physical scarcity of usable land as the main limitation upon his food supply.

Technological Conditions

How much food man can produce from the land depends in great part upon the level of agricultural technology he employs. Primitive man depended upon hunting and gathering for his food. He caught small animals, or searched for edible fruits, berries, seeds, leaves and roots, or for grubs and insects. Among the earliest agricultural inventions were the spear and the bow and arrow. They enabled man to kill more and larger animals. Indeed, archeologists suspect that in some areas they made him so effective at taking game that he killed off animals faster than they could naturally reproduce, thus ultimately endangering his food supply. For the size of population that can be maintained by a hunting and gathering technology is limited by the rate of natural growth of foodstuffs.

The great revolution in agriculture was the shift from hunting and gathering to herding and cultivating. Somehow, men at different times in different places, learned to domesticate animals and raise them in captivity, so that they would be handy for food. He likewise learned to domesticate crops, planting and tending them in gardens, rather than searching for them in the wilds. Archeologists tell us that this revolution in agricultural technology, whenever and wherever it occurred, typically was associated with a marked increase in population.

Early man learned also to select seeds and breed animals so as to develop higher-yielding varieties and strains. He learned to irrigate desert lands. In the valleys of the Nile and Tigris and Euphrates rivers, the earliest empires supported large populations upon irrigated agriculture.

Use of draft animals was another major advance in early agriculture. The land a man could cultivate was increased by hitching an ox or a horse to his plow in place of himself or his woman; and yields were increased by the better job of plowing that was done. Man also learned better utilization of food. Cultivation of crops implies storage of seed from the harvest to the new planting season. Preservation of foods by drying was an early invention.

Step by step over the ages man thus learned to improve his techniques of supplying himself with food and his numbers increased correspondingly.

We may classify the main effects of these improvements under three heads: (1) opening new land to cultivation, for example, by irrigation, or through the clearing of forests, made possible through the invention of stone or metal axes to fell trees; (2) increasing the yield per acre of land, for example, through development of better implements and methods of tillage, or the use of plant foods (the Indians taught the white man to put a fish under every hill of corn), or the selection of higher-yielding varieties and strains of crops; likewise the improvement of domestic animals through breeding selection; (3) increasing the productivity of his own labor through tools that made his efforts more effective or through labor-saving methods—the bow and arrow at an early stage, later the use of animal power, in modern times the tractor.

Man engages in a constant warfare with other species on earth that seek to share his food production, conspicuously insects and wild animals that ravage his fields or prey on his livestock or infest his stores of grain, but also bacteria and fungi and viruses and all the other low forms of life that cause animal and plant diseases. Wherever man seeks to increase his own food supply by more intensive production, he only provides a more favorable environment for the multiplication of such hostile species. How man has made war on such pests, with insecticides and fungicides, and the development of disease-resistant strains of crops is an exciting chapter in man's history.

One of man's most difficult lessons in agricultural production has been the principle of sustained yield, Continuous cropping has so reduced the fertility of some soil that it no longer gives satisfactory yields. Worse yet, is the kind of over-cropping that leads to serious and cumulative erosion, in which the soil is carried away by rain and wind. Man has often learned only the hard way that he must adapt the manner of his cultivation to the capabilities of the soil or he will destroy his very means of subsistence.

One method of adaption is to let the land lie fallow. Another method is by rotation of crops—planting in successive years different crops that make different demands upon the soil. Still more advanced is the use of manures and fertilizers to restore plant nutrients, and plowing in plant residues or green manures and cover crops to restore the organic content that maintains the health of the soil. Man early learned to terrace his hillside to hold moisture and stop erosion; nowadays we use contour plowing and strip cropping for similar purposes.

Seafood present a particular problem of sustained yield. This is a gathering type of production, like hunting. Although we have only quite recently begun to devote intensive scientific research to marine life and what determines its abundance, there is evidence that improved technology of fishing in some waters has in the past increased catches beyond the point of sustained yield. The need for international regulation of fishing is recognized, and international commissions are seeking ways to deal with the problem.

At the same time, many countries with the worst food shortages have quite backward fishing industries, and technical aid programs have been undertaken to help these countries improve their fishery technology and what is equally important, their marketing and transportation facilities for making better use of the seafood that is caught.

These are some of the lessons man has had to learn and is still learning, in order to feed his increasing numbers upon the earth. In recent years, the last 50 or 100, his speed of advance in agricultural technology, in knowledge of how to control nature or adapt to its requirements, has accelerated, thanks to systematic scientific research.

We have only in the past couple of decades invented new chemicals greatly increasing our control over insects and diseases. We have learned through the science of genetics to breed new, improved varieties of plants and animals, rather than await slow improvement of existing strains by selection.

We have also greatly expanded our knowledge of the utilization of food products. We have made great advances in nutritional science—the knowledge of what people require from foods. We have developed methods for the preservation of foods by canning and freezing, as well as drying, to make them available all year 'round and maintain nutritional quality; also shipment for long distances to widen their geographic availability and better methods of cooking to preserve vitamins and minerals. Home economists and nutritionists have played an important part in our advances in the technology of food utilization.

However, there is always risk in technological change—risk that unexpected side effects will occur. The present water problem in this and some other countries is an example. It is more a problem of industry than of agriculture. Modern industrial plants use enormous quantities of water for cooling, washing and carrying away wastes and other purposes. The large cities that are an accompaniment of our industrial society likewise use much water. Large-scale irrigation projects also can be a great drain on water supplies. At any rate, we are becoming aware of two resulting problems: the pollution of streams from waste disposal—a nuisance and also a danger to those downstream who depend upon the stream for their water supply; and the continuing lowering of the water table, making it necessary to drill deeper and deeper wells to obtain needed water supplies. Our limited water resources are a subject of increasing study and concern. Here, again, we are still learning about the principle of sustained yield.

Social Inventions

The discovery and accumulation over the years of our knowledge of agricultural technology was a social accomplishment. So also has been our development of ways of organizing our productive efforts. Underlying the accumulation of knowledge were the invention of oral and written language and the keeping of records for the accumulation of scientific observation.

But long before this, men had learned to co-operate for doing collectively what they could not do singly. Archeologists know that primitive peoples preyed upon the woolly mammoth, giant ancestor of the modern elephant, and upon other large beasts for whom the single hunter, however sharp his spears and arrows, would have been no match. Organized joint effort by the members of a whole tribe was required for such exploits.

One of the greatest social achievements, for purposes of present discussion, was the development of exchange, and the specialization in production that this made possible. Clearly by the time of the bronze age, exchange and specialization had to be highly developed, because the farmer could not make his own bronze implements. The ores had to be mined, usually at distant points, then smelted and forged into tools by skilled artisans whose business was bronze working. These artisans did not till the soil, but they had to eat. They received food in exchange for the manufacture of the tools that enabled the husbandmen to increase their production enough to provide for the tool-makers as well as their own families. The social arrangements by which this was possible represent a striking and important social invention.

The benefits of this kind of specialization are obvious, but it is an enormous jump from that to the highly specialized system of production and trade by which we are fed today. Our supplies are produced almost entirely not by subsistence farmers but by commercial farmers. They specialize in one or two lines of production—wheat, or corn and hogs, or milk—and buy most of their own food at the same store as the urban dweller. They also buy not just tools, but a wide range of production supplies and equipment—fertilizers, insecticides, even much of the feed for their dairy cows, machinery, tractors and the gas and oil to run them. They do not sell their products direct to consumers, but to wholesale assemblers and processors. My wife at the local supermarket can collect a basket of groceries that draws upon the agriculture of all parts of this country and a dozen lands abroad. She can take possession of it simply by handing the check-out clerk a litte slip of paper bearing the fascimile signature of the country's treasurer, or even more remarkable, one that she signs herself. Try buying such an array of foods in a local village market in some underdeveloped country, not to mention expecting the sellers to accept your personal cheque in payment.

This complex system of food production and distribution involves a great variety of institutional arrangements in trade and finance: highly organized markets and systems of transportation between them; services like market news and grading and inspection of products; laws regulating trade and protecting the quality of foods that are traded. Not the least important is the whole code of business ethics, the basis of confidence in trading, that is symbolized in my wife's paying for her groceries by cheque. People trust one another's honesty—a lubricant to efficient trade that is sadly lacking in many less-developed economics. All these arrangements under which trade is organized represent social inventions.

The benefits of this specialized production, in conjunction with the advanced technology that it helps make possible, are evident in our high level of food consumption and in the small proportion of labor we require in feeding ourselves. In the United States, for example, only 25-30 per cent of the working population is required to provide a high level of food consumption, leaving 65-70 per cent of the population for the other productive activities that provide a generally high level of consumption, not to mention the high standards of leisure implied in the short-work week.

This is markedly different from the situation in economically underdeveloped countries in which food supply typically requires over half the labor force and in many of which an overwhelming majority of the population is engaged in agricultural production.

Food Supply in Today's World

Let us briefly survey the food supply picture in the major areas of the world today. The United States and Canada represent a temperate-zone agriculture in the north, varying to sub-tropical in the south. The staple calorie crops of the north are wheat and the small grains, plus potatoes. The abundant land in relation to population permits much of it to be devoted to raising livestock. Much the same can be said for the temperate-zone countries of the southern hemisphere, including New Zealand, Argentina and Australia.

All of these countries are surplus food producers and important exporters, in most instances, of wheat and livestock products. In all of them much of the agriculture is mechanized. In all of them average levels of available food supply are high both in calories (over 3,000 per person per day) and in protein (over 90 grams, and more than half of this animal protein).

Much the same can be said for northwest Europe, except that with its dense population it is a food deficit area and average calorie and protein availability in some countries are a little lower. This area is highy industrialized, with less than one-fourth of the population in agriculture in most countries. It can afford substantial food imports, even to the extent of importing much feed for livestock.

The Mediterranean area, which includes southern Europe, North Africa and the Near East, is a summer drought area and the staple crop is winter wheat. Main summer commercial crops are vine and tree crops which depend less upon summer rainfall. Livestock run heavily to sheep and goats. In most of them at least half the population is agricultural. Average food levels are lower both in calories and protein and with less than half the protein from animal sources.

We have fewer statistics for the countries of eastern Europe and the U.S.S.R. In these countries also, typically over half the population is agricultural. Under Communist policy, much effort has gone into revolutionizing the organization of agriculture into collective farms.

We turn now to southeast Asia, the countries from India and Pakistan eastward, including Taiwan, mainland China, Japan, Indonesia, the Phillipines and adjacent islands. Here live the world's densest concentration of population, about 1½ billions, half the world total on around one-sixth of the world's habitable land area. The climate is subtropical to tropical, the moisture mostly abundant, except for western India and West Pakistan, and the staple crop is paddy, or irrigated rice.

The dominant organization of agriculture in most of the rice bowl is subsistence farming on small holdings, which are intensively cultivated by hand or with the help of an ox or buffalo. Typically, two thirds or more of the population is agricultural. Diets are poor, food availability averaging mostly near the 2,000 calorie level, with less than 60 grams of protein, and most of this from vegetable sources. In spite of the intensive cultivation and the low levels of food consumption, this is a deficit food area. Cultivation follows traditional methods and social arrangements seem not conducive to rapid progress. The two exceptions to this description are mainland China and Japan. Red China has been carrying through a vigorous social revolution in agriculture whose outcome remains to be seen. Japan has a technically much more progressive agriculture than other countries of the area.

We turn now to another tropical-subtropical region, Latin America, excluding Argentina and Uruguay. Here again diets are poor, comparable to those of the rice bowl in average calorie availability though somewhat higher in animal protein since most farm families have a few animals. Corn is the staple cereal, supplemented by root crops and beans.

Finally we turn to Africa south of the Sahara. There is plantation-type agriculture for producing export crops. There is extensive European colonization in some areas, usually substantial holdings dependent partly upon native labor. There are likewise settled native family holdings in some areas. In a large part of the continent, however, agriculture is tribally organized and varies from primitive hunting and gathering, to nomadic herding of scrub cattle, to semi-nomadic crop cultivation. Corn, various native grains and a variety of starchy roots are the staple food crops. Comprehensive statistics on food availability are lacking, but over a large part of the area, diets are known to be poor.

Social Barriers to Food Supply

It is characteristic of most societies, including our own, that men want to provide for their children. Where the chief form of wealth is land, this takes the form of passing the family land on from generation to

(*Please turn to page* 20)

Summer Session Courses in Home Economics

UNIVERSITY OF BRITISH COLUMBIA—July 2 to August 16

HE 105—Food Management I. 3 units. First-year Foods course. Prerequisites: University entrance requirement—Junior or Senior Matriculation, 2 years high school foods work or equivalent experience.

HE 300—Home Management I. 3 units. Family resources—housing, time, energy, money, equipment. Prerequisites: 2 or more courses in university Home Economics.

ED 404—Home Economics Teaching Methods, with Practice School. 3 units. Prerequisites: Section 1—Bachelor's degree in Home Economics; Section 2—Permanent teaching certificate at elementary or secondary level plus a minimum of 6 units Home Economics at university level.

Fees—$22.00 per unit plus $2.00 student association fee. (Maximum of 6 units).

Registration—Students registering in university for first time: obtain from the Registrar's Office an "Application for Admission" form. Return this, duly completed, together with certified copies of ALL university Entrance Certificates and any higher certificates possessed, NOT LATER THAN MAY 1. Registration with fees to be completed by June 1 (late fee of $20.00 to June 25).

UNIVERSITY OF ALBERTA — July 2 to August 15

202—Textiles and Clothing (9 credits). The composition, manufacture and properties of fabrics. Selection of clothing in relation to the individual. The use of commercial patterns in garment construction. Fitting. Sewing techniques for specific fabrics and types of garments.

210—Foods and Nutrition (9 credits). An elementary study of the composition and nutritive value of foods. Laboratory practice in food preparation, meal planning and service. Instructor—M. Campion.

350—Applied Art (9 credits). The principles of design and theory of color. Creative problems include block printing, stencilling, stitchery. Historic styles of architecture and furniture and their relation to modern design. The planning of a contemporary house and its furnishings. Instructor—T. Dennis.

460—Advanced Clothing (9 credits). Historic and contemporary costume design. The development of the foundation pattern. Flat pattern designing and construction in appropriate fabrics. Prerequisite: Household Economics 202.

Education C.I. 280—Curriculum and Instruction in Household Economics. Prerequisite or Corequisite: Household Economics 202 or Household Economics 210. Instructor—Grace L. Duggan.

Fees—$60.00 per course.

Registration—Register not later than April 30.

UNIVERSITY OF SASKATCHEWAN—July 1 to August 10

H.Ec. 103—Textiles and Clothing I. Lectures and laboratory in basic textiles; clothing selection and construction; wardrobe planning, consumer buying. Prerequisites: University entrance—Grade XII requirements for College of Home Economics. Instructor—M. J. Guilford.

Fees—Tentatively $55.25 (Tuition—$45.00, Laboratory—$5.00, Registration—$5.25).

UNIVERSITY OF MANITOBA — July 2 to August 19

Art 26: 114—Fundamentals of Colour and Design. Essential principles of colour and design as applied to the home and its furnishings. First three weeks of session. Instructor—Lillian B. Allen.

Art 26: 312—Creative Art Problems. Instruction in handicrafts using several media suited to the needs of the individual student. Second three weeks of session. Prerequisite: 26: 114 or 26: 110. Instructor—Mrs. Charlotte Lindgren.

Fees—$30.00 per course.

Registration—Numbers are limited. Last date for applications—June 15.

Role of Values in Home Economics

by Beatrice Paolucci, Ed.D.*

Associate Professor, Home Management and Child Development,
College of Home Economics, Michigan State University

Dr. Paolucci received her Bachelor of Science degree from Illinois Weslayan University, her Master of Arts degree from Columbia and the Ed.D. degree from Michigan State.

Her teaching experience includes work at the secondary level in Illinois and at the university level at Ohio and Michigan State Universities. She has also served as a consultant for numerous university summer workshops.

Dr. Paolucci is the author of several articles in professional magazines on the subject of Management, including a series in Forecast *with Carol O'Brien. Dr. Paolucci and Dr. Olive Hall are co-authors of the text* Teaching Home Economics.

A good home economics program does not "just happen." It is the result of considered decision on the part of many persons. Its perspective for decision-making is three-dimensional: (1) the foresight of the pioneers of the home economics movement, (2) knowledge and understanding of the current social scene and (3) knowledge and understanding of its "anchor of relevance," the family.

All decisions are rooted in values. This is simply another way of saying that what we *decide to do* is determined, either consciously or unconsciously, by what we *believe is* right or best for us to do. Values are basic to decision-making. My task tonight is to clarify for you what I believe to be the role that values play in developing a home economics program. If I succeed in accomplishing this, then I will have in a small measure, provided you with some knowledge for making a considered decision about the kind of home economics program you will have in your particular setting. I should like to focus my discussion around three key points, namely: (1) values which appear inherent in the discipline of home economics, (2) a model for decision-making in families that appears fruitful for handling value problems, (3) the function of the home economist as a professional who teaches families how to clarify and mediate their values.

Home Economics a Normative Discipline

Values can be defined as those properties of a thing or situation which deem it desirable and meaningful. Geiger states: "Man's long time preferences, his deep-rooted tastes and interests, his objects of respect and reverence are his values. He makes decisions on the basis of them."[1] Home economics is an applied discipline. To quote one of its founders, Ellen H. Richards, home economics ". . . in its most comprehensive sense . . . is the study of the laws, conditions, principles and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand with his nature as a social being, and is the study especially of the relation between those two factors . . . It is a philosophical subject . . . something to bind together into a consistent whole, the pieces of knowledge at present unrelated."[2] This definition of home economics which is as applicable today as it was over a half century ago, implies that home economics is a normative rather than a descriptive discipline. As a normative discipline it does not merely describe man's immediate environment and his nature as a social being but *rather it takes a stand on how man as a social being ought to view his physical environment.* Home economics translates matters of fact into matters of importance. In other words, it purports to vest *meaning into the everyday* family experiences of individuals. It aims to help individuals meet their basic needs (security, approval, physical needs, belief in something greater than self) in ways that are appropriate and meaningful to themselves and their society. As a discipline home economics seems to place value upon (1) the dignity and worth of individuals, (2) the family as an intimate social unit that offers individuals opportunity for becoming autonomous decision-makers, (3) scientific rational thinking as *the tool for decision-making.*

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*An address given at an Institute for Home Economists, School of Home Economics, University of Manitoba, May 11, 1962.

Home economics programs reflect an acceptance of the first value when they are planned to serve all individuals regardless of race, color, creed, socio-economic status or intellectual capacity. One might question how dedicated to this value home economists are when he hears the rash of complaints about "low level students in my classes" or "my classroom is a dumping ground." Respect for the individual is evidenced in recognizing that individuals have the right and obligation to pursue their own private sets of goals *if they have had the opportunity to learn about* the consequences of pursuing their goals and if the pursuance of goal does not deface the dignity of another.

The value of the intimate family setting as the arena for individual autonomous decision-making is one that is relatively unexplored by home economists.

Warner defines an autonomous decision maker as one who has "internalized his experiences in the society in such a way that he is able to make his own decisions *from within,* rather than being completely dependent upon the influences and instructions coming from without."[3] This kind of individual can enforce the rules of the society by his own decisions and can act individually on what he believes is right and wrong because he is able to discriminate intelligently in what are essentially ambiguous situations. He applies his decisions to himself and others, he makes his own decisions but he does so as a member of a culture and group. He takes responsibility for his group. Although he may not stem a tide, he does exert intelligence to shape it. Often his decisions are a matter of helping create a new approach. This means that home economists need to help students know and understand the moral order—that is, the *real* relationships that exist between persons —an understanding of the duties and obligations inherent in a particular role in society. For instance, what is the meaning of mother in the families you know? Mother as a martyr or manager? A service worker or an individual in family with rights as well as obligations? Mother as defined 10 years ago is different from mother as defined today. In a highly fluid society this, like the positions, will change. What kind of home economics experience will help students to recognize and operate in this changing moral order? The family, if it is to persist, must emerge. To emerge means to change in such a way that as the past is being absorbed into the present, the present becomes reformed by the future. It is a continuous learning, unlearning, relearning process. Home economics is obligated to help family members recognize and understand this phenomena as it occurs in the family. Science and technology accelerate change and have forced us to look more rationally and precisely at the world in which we live.

Intelligent Choice-Making

The world of science and technology in which all of us live today demands that we learn to make decisions in a scientific rational manner. In Western culture particularly, emphasis is placed on intelligent choice-making. Margaret Mead has said that ". . . we must turn all of our educational efforts to training our children for the choices that will confront them. Education . . . instead of being a special pleading for one regime, a desperate attempt to form one particular habit of mind which will withstand all outside influences, must be a preparation for those very influences . . . The children must be taught that many ways are open to them, no one sanctioned above its alternative, and that upon them and upon them alone, lies the burden of choice."[4]

If the home economics classroom is to teach boys and girls to make intelligent choices opportunities for making choices must be a part of the daily classroom routine. Emphasis in teaching will not be on handing out prescriptive best choices, but rather emphasis will be placed upon the *processes* possible for arriving at an intelligent choice. Time and effort will need to be allocated to make the students aware of processes used in arriving at choice. The task of the home economists will be that of helping students become aware of the kinds of decisions that normally need to be made in family living, of helping them acquire the knowledge essential for establishing alternatives, of discovery and/or acquiring the information related to each alternative and its consequence, of developing some skill in selecting an alternative and carrying it to the point of action, of helping them recognize their obligation in assuming the responsibility for the consequence of their choice.

Situation: Planning session for meal preparation laboratory.

Decision to be made: Kind of pie for dessert.

Alternatives considered: (1) Make the pie from "scratch." (2) Purchase a frozen pie. (3) Purchase a bakery pie. (4) Purchase pre-mixed pastry and filling.

Choice: Purchased bakery pie.

Reason for choice: Class time was limited, therefore it would not be possible to prepare the pie and the other foods that were planned for the meal. Students had little or no skill in making pie, so possibilities for making a satisfactory product in limited time were slim. Added cost for bakery produce was not a limiting factor; quality of ready-baked produce was acceptable to group.

Consequences of action taken: (1) Girls did not learn to bake a pie—a desired outcome they had earlier expressed interest in achieving. (2) Spending the extra money for the ready-prepared pie meant they had less money to spend on the next meal. (3) Meal was completed in allotted class time; in general, it was nutritious, attractive and satisfactory.

This teacher might have encouraged her students to try-out each alternative as a means of providing them with knowledge, information and skill for making a similar decision in another situation. She did, however, help them to recognize the kind of decision they were making, the alternatives that were available and the consequences of their decision. Can you see how you might use this same procedure for helping your students understand and use this decision-making process?

These underlying values of home economics are taught through just such mundane examples as I've described. We teach values through the emphasis we give in our home economics program. Does your program exemplify the values I've described? (Autonomous decision-making, dignity of individuals, rational intelligence as tool for decision-making.)

Value Conflicts

Now that we have viewed some of the values held by home economics as a discipline, let us turn our attention to the role home economists can play in helping individuals handle value problems. The family is constantly placed in the position of resolving at a "felt" level a number of value conflicts—between the young couple if they come from different sub-cultures (and every home is a sub-culture in one sense) between parents and children, between the family and the outside world; or simply the conflicts that arise because a decision must be made about placing values in some relative priority. How can the family handle these persistent value conflicts? How does it make a decision about values? A model that appears promising is that which pivots around the concept of conflict resolution. In value conflict situations one can not satisfactorily employ the economic decision model I used to illustrate rational choice making for in handling value conflicts the "best" answer is not the selection of the "best" alternative. Value conflict choices consist not of selecting and rejecting alternatives, but rather of gradually inventing a definite course of action out of all the indefinite possibilities. Creating a course of action will mean bringing about a modification in all values involved and the other conflicting psycho-cultural factors to produce some kind of resolution or adjustment. This involves a mutual modification in varying degrees of all factors in the problem. The decisions necessary in resolving value conflict problems are decisions about the order and direction of value change. The "best" answer is that of acquiring a reconciliation where values that were once separate are brought in harmony through modification. Another way of handling the conflict, "a second best" answer is that of toleration—recognizing and accepting the conflicting values but keeping them separate and thus prevent them from interfering with each other. Here one compartmentalizes his experiences, operates in different ways in different situations. Obviously, there are inherent dangers. The most unsatisfactory solution consists of attempting to reject or repress the value conflict — this is undesirable, since it reduces the relevance of one's conscious perception of the actual problem. In many of the situations that arise in planning group work for your classes, in role-playing situations when you study family relationships, opportunities abound for using this approach to handling value conflicts. Just as the economic models for decision-making help students choose the best alternative, so this model can help them resolve conflict in the "best" manner. The key difference in making decisions about value conflicts and decisions in the economics sphere is simply that in conflict resolution no alternatives are selected or rejected as is true in economic decision-making, rather the decision is made by *modifying* all or some of the inherent factors in the problem situation.

Mediating Values

Now let us turn our attention to the third role of values in home economics; that is your function as a home economist in helping family members identify and mediate their values. The family is the first place where the individual has an opportunity to experience values. In the family setting the child is provided with first experiences which in one way or another are filled with meanings of value. The family guards, creates, screens values for family members. Helping your students to become aware of the value content of family activities, recognize that values can be expressed and perpetuated through the performance of mundane household tasks, and to define those values that underlie their choices in the newest challenge in teaching home economics. This challenge pivots around the ideas one holds about living in a particular kind of setting, the family. Ideas about the purposes and practices of living in families. Ideas which I believe will inevitably shrink the distances between peoples as dramatically as science and technology have diminished the physical distances between places on earth and between earth and outer space. Because the family, through time, has been the influential human unit, what happens in the family setting has influence upon the larger and more complex social, economic and political units. The achievements and promises of science and technology which have brought men into proximity and at the same time have made them increasingly interdependent have made it imperative that men be brought together more rapidly in the social and moral sphere. Scientific and technological innovations serve no human purpose until they are open to examination and weighed in the ethical balance.

For the home economist the challenges lie in seeking to weigh in this ethical balance those values that give meaning to family living and to select, and help others to select, those goals and ways of pursuing them that are appropriate to these consciously determined values. This challenge was stated in *Home Economics—New Directions*[7] and is at the root of much of the serious thinking done by home economists today. Home economists believe that the well-being of any family depends in large measure on the values mediated and perpetuated by that family. Since values and their outward expressions in goals underlie the kinds of decisions made in all aspects of family living, many home economists believe that these values ought to be as intelligently selected as is possible. The challenges inherent in helping families select values is not an easy one. Foremost, it poses basic philosophical questions that have to do with the beliefs man holds of himself and his relation to the world around him. The challenge is not only to know "what is," but also to come to grips with the normative question of "what ought to be." To meet this challenge requires that one be schooled in the great range of alternative values possible for families of different cultures and subcultures; that one can estimate the kinds of resources essential to mediation of these alternative values; and the perspective and rigorous, disciplined thinking essential for objectivity. Often this will require the courage to be autonomous in the face of pressures and unforeseen consequences. At all times one will be challenged to understand the character of personal choices and forces influencing them, and the values behind them. This makes requisite discrimination, self-reliance and independent judgment. Obviously the teaching of home economics must undergo drastic changes if it is to meet the challenges outlined.

Recognizing Family Values

In the past, particular family values were more easily recognized for they were not diluted by conflicting values of families different from one's own. Communication and transportation kept us unaware of differences. Then too, in our own culture values seemed to be expressed more tangibly than is possible today for they were often related to physical work. Work activities were considered worthy for they gave meaning and purpose to life and enforced a measure of self-discipline. This was evidenced in the family through job assignments of family members. Children were taught responsibility at an early age by giving them specific home chores to perform; self-realization was accomplished when one could view the products of "his own hand"—fields cleared and tilled, jars filled with produce, children following in one's footsteps.

Today the picture is changed. Physical work in large measure in the Western world has been and is being performed by labor-saving machines. The fruits of mental work are not as readily obvious. Complexity in living has brought complex work activities; few jobs are performed by an individual alone, rather one plays a minor part (important though it may be) in a highly complex and seemingly unrelated enterprise. Children had better not follow your footsteps in performance of work for those ways will soon be outmoded: Today's challenge becomes that of making critical judgments in family situations about those matters which have to do with creating, recognizing and selecting scales of values as they apply to the new conditions brought by change. Need to sharpen value attributes of everyday family experiences. Some old values may need to be discarded; many old values will need to be maintained but new ways for fulfilling them will have to be created; many new values will emerge as knowledge increases and distances between peoples are reduced.

In the realm of helping families select values and find appropriate ways for mediating them lies the most significant challenge for today's home economist. To accomplish this she will need to exercise the faculties of both the poet and engineer; the poet as she envisions and creates new concepts about old ideas and values; the engineer as she works out the practical know-how for achieving her dreams. She will need to use both rational and non-rational approaches to decision-making; rational as she pursues scientific evidence to solve problems and non-rational "intuitive feelings" as she allows her informed heart to place scientific facts in their place along with ethical judgments in the balance. In the words of Ellen H. Richards will you help, home economics create ". . . the ideal home life for today unhampered by the traditions of the past; the utilization of all resources of modern science to improve the home life; the freedom of the home from the dominance of things and their due subordination to ideals; the simplicity in material surroundings which will most free the spirit for the more important interests of the home and society."[7] Most important she will need to recognize the time-tested role the family as an institution has played in developing human values, and to see her professional role as that of helping families discover the potentialities of the human mind and spirit. In this area of endeavor there is still much work to be done. The frontier is at hand. How will you approach it?

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[6] *American Home Economics Association—New Directions* (Washington: American Home Economics Association, June, 1959).

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Parts of this talk were taken from a talk given by the speaker at the 1961 Omicron Nu Conclave and published in Conference Proceedings, *Omicron Nu Magazine*, Fall, 1961, Vol. 33, No. 1.

Sixth International Congress on Nutrition

EDINBURGH, SCOTLAND
AUGUST 9th to 15th, 1963

The Congress is held under the auspices of the International Union of Nutritional Sciences and is organized by the Scottish Group of The Nutrition Society.

Application forms may be obtained from:

Miss A. D. Watson,
Hon. Organizing Secretary,
6th International Congress on Nutrition,
Dept. of Clinical Chemistry,
Royal Infirmary,
Edinburgh, Scotland.

Number of Students Registered in Degree Courses in Home Economics in Canadian Universities – 1962-63

UNIVERSITIES	1st Year	2nd Year	3rd Year	4th Year	Graduate or Special	Total
British Columbia (1)	59	56	43	37		195
Alberta (2)	46	28	35		1 Grad. 5 Spec.	115
Saskatchewan	57(3)	22	20	11	2 Spec.	112
Manitoba (4)	48	32	52	51	4 Grad. 2 Spec.	189
Western Ontario	9	9	5			23
Macdonald Institute (5)	83	56	66	44		249
Toronto	29	25	15	17	5 Grad.	91
Ottawa	13	8	10	15		46
Sherbrooke	26	18	10	18		72
Macdonald College	54	20	24	16	2 Grad.	116
Montreal (6)		26	26	29	2 Grad.	83
Laval	46	31	27	22		126
Mount Allison	19	17	13	21		70
St. Francis Xavier	9	18	16	11		54
Mount Saint Vincent College	6	9	2	8		25
Acadia	20	14	11	10		55
Totals	524	389	375	310	14 Grad. 9 Spec.	1621
1960 Totals	436	371	323	275	8 Grad. 1 Spec.	1414

(1) Does not include 30 Education Students with Home Economics Major.
(2) Does not include 287 non-major students taking courses in Household Economics.
(3) Seven of these are on Regina campus.
(4) Entrance requirements changed from Junior to Senior Matriculation in September, 1962.
(5) Macdonald also has 41 Diploma students.
(6) B.A. or Senior Matriculation confers admission to 2nd year.

Financial Assistance for Postgraduate Study in Home Economics in Canada

University	Area of Study	Time Req. for M.S. or M.A.	Assistantships	Fellowships and Bursaries
Alberta	Nutrition	1-2 Years	1 at $2,000-$2,300	————
Macdonald College	Nutrition	2 Years	Depends upon area of study	————
Macdonald Institute	Depts. of Agriculture: Nutrition, Economics	M.S.A. 1½-2 Years	$2,200-$2,900	Borden's—$200 Campbell Soup—$500
Manitoba	Foods, Nutrition, Textiles	1-2 Years	————	50th Birthday Fellowship—$1,500
Montreal	Food Chemistry, Nutrition	1-2 Years	2 Laboratory Instructorships	Minist. de la Jeunesse $2,000 (for Que. resident)
Toronto	Nutrition, Foods, Textiles	1-2 Years	3	————

Write to the University of your choice for more detailed information.

PROVINCIAL NEWS

British Columbia

Victoria

At the November meeting of the Victoria Home Economics and Dietetic Association, five members of the Saanich 4-H Club explained the various phases of their training in demonstration, judging, junior leadership and education. Selena Kelly demonstrated a high standard of public speaking in her talk, which questioned whether or not the increased use of synthetics would be "the end of agriculture." Besides modelling outfits they had made, Lynette Lannon, Mary Lord, Jane Elliot and Nancy Miller gave a two-minute talk on their suits and dresses.

Mrs. Betty Young's seasonably decorated home was the setting for the meeting. Native materials, such as driftwood, evergreens and cones, were used along with Christmas baubles, artificial flowers and candles by Mrs. Shirley McAree, to demonstrate the making of wreaths, centerpieces, door swags and nosegays. Gaily wrapped Christmas gifts were exchanged and refreshments were served by Miss Arlee Gale and her committee.

The Lieutenant - Governor of British Columbia and Mrs. Pearkes were At Home to the Victoria Home Economics and Dietetic Association on Tuesday, January 15.

Mrs. Nellie Ashworth has left the Kelowna General Hospital to take the position of Assistant Director of Dietetics at Winnipeg General Hospital.

At the Okanagan Valley Teachers' Convention, which was held in October, at Penticton, Miss Muriel Young spoke to the Home Economics teachers regarding positions which are available to young women with a Home Economics degree.

Mrs. Margaret Dutton Talbot has transferred from Victoria Veterans' Hospital to the Colonel Belcher Hospital, at Calgary, where she is Director of Dietary Service. Miss Maxine Ellis has been appointed Director of Dietary Service at Victoria Veterans' Hospital.

To inform the communities throughout the Okanagan Valley of some of the aspects of Home Economics, students at Kelowna Senior Secondary School, with the guidance of their Home Economics teachers, Miss Lola Jackson and Miss Charlotte Grierson, planned and presented a TV program for their local station. The master of ceremonies used a large poster to illustrate the various areas included in the High School Home Economics courses. A group of students displayed table and house decorations suitable to the Christmas season. They also displayed party foods which they served to the girls who were modelling ensembles which had been made in class. A short, but lively skit on "Better Breakfasts" completed the program.

Vancouver

With a copy of their favorite recipe in hand, the members of the Vancouver and District Home Economics Association arrived at their first meeting in 1963, to hear Alderman Marianne Linnell speak on how she has found her training in Home Economics invaluable in her varied career as demonstrator, real estate agent, and now as a civic government official. From the recipes, the V.& D.H.E.A. plan to produce a recipe book under the leadership of their chairman, Mrs. Sandra May (nee Holdsworth). During business hours, Mrs. May (class of '61) is pioneering a new position as Home Economist for the Vancouver Milk Foundation.

Vancouver Home Economics teachers are currently meeting to evaluate the new Grade VIII curriculum, initiated this year due to the loss of the Grade VII course. Members of the Home Economics Curriculum Revision Committee, under the leadership of Miss Ruth Bryson are presently preparing a program for Grade IX to be aired in September of this year.

The most northerly Home Economics center in the British Columbia public schools was opened last September at Fort Nelson. Mrs. Rose Ringheim, formerly of Trail, is teacher. Mrs. Barrie Worthington, formerly on the staff of S. J. Willis Junior High School, Victoria, has joined the Education Branch of the Department of Northern Affairs as Supervisor of Home Economics for Northern Schools.

Mrs. Dorothy Clark of Vancouver has left us for a year in Wales, exchanging with her is Miss Carey Jones of Bridgend, Wales. We are busy exchanging recipes of Welsh Cakes and Leek Soup for those of casseroles and broccoli dishes.

Mrs. Mary Hamilton Ballatyne, formerly of Guelph, and Miss Gillian Watson, formerly at Eaton's, are on staff at the Royal Jubilee Hospital, Victoria.

Miss Clare Daem, class of 1957 U.B.C., has joined the faculty of the School of Home Economics at U.B.C. She is teaching Meal Management to freshmen.

Miss Barbara Dobson, class of 1962, has left for London, England, to work as a dietitian-lecturer.

Miss Anne Horworth has left for Cornell University to undertake post-graduate work there.

Saskatchewan

Regina

October program—"Home Economics, Your Career"

We started off our recruitment program for more Home Economists by inviting the counselors and guidance workers from the Regina high schools (both public and private) to meet with us. A very informal, but lively discussion took place. It is too early to determine what effect this type of program will have but we do know that the counselors were impressed with the different fields open to a Home Economics graduate, as well as with the calibre of Home Economists in general. One of their questions, "What openings are there in this field for someone who does not have the ability to undertake university studies but is interested in this field of work?" might be a project for further study among our professional organizations.

Slides were shown of Home Economists in action. These were taken at the University of Saskatchewan campus. They included a new field opened to Home Economists, that of rehabilitation of the handicapped homemaker.

Each month a member of the club is going to report on recent articles appearing in journals or periodicals. Our first report was on the address given at the American Home Economics Convention, "Challenge of Education."

Manitoba

Mrs. S. K. Watson, President of the Canadian Home Economics Association, was hostess at tea on Sunday, January 20, for the Manitoba members of the Association.

Assisting her in receiving the guests were: Miss Lorna Hastings, President of the Manitoba Home Economics Association, and Miss Lorna Davis, Manitoba Director of the Canadian Home Economics Association.

Miss Donna Baxter, chairman of the 1964 Canadian Home Economics Association convention, is actively recruiting chairmen for the various convention committees. Plans are afoot for a lively and interesting 25th anniversary celebration.

Winnipeg's HEIB's made an interesting contribution to the December meeting of the Manitoba Branch of the Food Technologists' Association in the form of a display of party foods for the festive season.

Mrs. Elizabeth Feniak, head of the Foods and Nutrition Department of the University of Manitoba, will become a member of the Canadian Council on Nutrition for a period of 2 years, beginning April 1, 1963.

First Year students taking "Introduction to Home Economics" were fortunate in having a talk on the role of the Home Economist in Business from Miss Jean Fewster of Dairy Foods Foundation as she passed through town on a business trip.

Ontario

Hamilton

A Christmas pot-luck supper was held at the new Parkside High School, Dundas, in the Home Economics room. Miss Audrey Warner entertained with slides from her most interesting trip to the Arctic this past summer, and Alice Dales also showed slides of her trip to Alaska.

In January Miss Edna Park, Home Economics professor, faculty of Household Science, Toronto University, spoke on "Living Beyond Your Means." Miss Park urged the use of credit buying only when benefits justified the cost. She also stressed that buyers shop for credit as they would for any other consumer service. This meeting was held in the auditorium of St. Joseph's Hospital.

Mrs. David Gilmour, dietitian at St. Joseph's conducted a tour of the kitchens in the hospital's new building.

The Career Night for secondary schools will be held in March. This is to acquaint students with the various Home Economics fields of occupation.

Ontario Educational Association— Home Economics Section

Congratulations to Miss Helen Wattie, a member of the Home Economics Section of CHEA, on her appointment as vice-principal of Kirkland Lake Collegiate and Vocational Institute. Miss Wattie was a former president of the section and is well known in Home Economics circles.

Winners of the Anne W. Cameron Scholarships are as follows: Annette Yeager, a graduate of Macdonald Institute, who will receive a scholarship of $200. Miss Yeager's home is at R.R. 1, Windham Centre, Ont.

Eva Jean Swayze, of Tillsonburg, will receive $100, and is a graduate of Ryerson Institute. Both winners are attending Ontario College of Education, Toronto.

The Laura L. Ockley Scholarship in Home Economics was won by Miss Norma Grant, a graduate of Macdonald Institute in 1961. This award of $100 is given at the end of Ontario College of Education training. Miss Grant is teaching this year at East York Collegiate Institute, Toronto.

The Zonta Bursary—Nellie Lyle Pattinson award of $200 – was awarded to Miss Eleanor Christie, a graduate of University of Toronto, 1962.

Nova Scotia

Nova Scotians are proud of the sparkling new home economics test kitchen which is an integral part of the recently constructed Fish Inspection Laboratory, on Lower Water Street, Halifax.

Equipped with all that is modern and convenient for both testing and demonstrating, the kitchen has a seating capacity for 40 persons. Junior and senior high school students from the local schools as well as homemaker groups are already benefiting from the new service.

Eileen Hickman, popular Home Economist with the Department of Fisheries, is extremely happy with her new facilities, and extends a very cordial invitation to all CHEA members to call on her. Recently she played hostess to an executive meeting of the Nova Scotia Home Economics Association. The atmosphere of "progress" created by the adequate and attractive installations added much to the vitality of the meeting.

ATLANTIC NUTRITION CONFERENCE
November 8, 9 and 10, 1962

The need for more emphasis on human nutrition was stressed at the recent Atlantic Nutrition Conference in Halifax. This conference, the first of its type to be held in the Atlantic Provinces, was sponsored co-operatively by Dalhousie Medical School and a National Health Grant.

The theme, "Recent Developments in Human Nutrition," was introduced by chairman, Dr. W. A. Cochrane, professor of Paediatrics at Dalhousie University and Director of Research, Children's Hospital, Halifax.

The first day was held jointly with the annual Refresher Course for physicians. Attending, as well, were research workers, university professors, dietitians, public health workers and others interested in nutrition, from all four Atlantic Provinces as well as Quebec and Ontario.

Well-known authorities from Canada and United States reviewed the newer aspects and latest information on nutrition research from prenatal to old age.

Taking active part, from outside the Atlantic Provinces, were such prominent speakers as: Dr. Emmett Holt, Professor of Paediatrics, New York University; Dr. Jeremiah Stamler, Director, Chronic Disease Control Division, City of Chicago Board of Health; Dr. William J. McGanity, Professor and Chairman, Dept. of Obstetrics and Gynaecology, University of Texas; Dr. Donald Fraser, Assoc. Professor, Dept. of Paediatrics, University of Toronto and Member, Research Institute, Sick Children's Hospital, Toronto; Dr. James Stevenson, Professor of Physiology, University of Western Ontario; and Dr. J. E. Monagle, Chief, Miss Dorothy Sinclair and Miss Florence Swan, nutritionists with Nutrition Division, Dept of National Health and Welfare, Ottawa.

Prince Edward Island

The past president of the Prince Edward Island Home Economics Association, Mother Frances Loyola, was honored on May 15, 1962, at the Commencement Exercises of St. Dunstan's University, Charlottetown, when the faculty conferred upon her the degree of Doctor of Laws (honoris causa). In the citation, read by Dr. Brandan O'Grady of the English department, Mother Loyola was commended for her active interest in all phases of education on Prince Edward Island. Special mention was made of her work and interest in Home Economics in this province. Mother Loyola is the Superior General of the Sisters of St. Martha, and in October witnessed the opening of the much-publicized Ecumenical Council at St. Peter's Basilica in Rome. During her trip she enjoyed brief stops in Ireland, England, France, as well as Italy.

Miss Doris Anderson, supervisor of Home Economics for P.E.I., and Miss Mary Thompson, newly appointed Provincial Nutritionist, attended the Atlantic Nutrition Conference in Halifax, Nov. 8 to 10.

Miss Elaine Murphy is presently doing post-graduate work at the United Baptist Hospital in Boston.

Miss M. E. Webster, 1960 graduate of Macdonald Institute, has joined the dietetic staff of the Prince Edward Island Hospital, Charlottetown. Miss Webster was previously employed with Vendomatic Services at the Men's Residence of McGill University.

Newfoundland

New members of the Newfoundland Home Economics Association include: Mrs. Terry Canot who has returned to St. John's from Bonavista after an absence of 4 years; Mrs. Joan McNeil who has recently arrived from Nova Scotia, and Miss Kay Coogan from Ireland who is now a dietitian at the Sanatorium.

Miss Pat Giovannetti attended the A.D.A. Convention in Miami, then had a trip in the Caribbean.

Miss Olga Anderson, Miss Manon Deveraux and Miss Pat Giovannetti attended the Nutrition Conference in Halifax, Nov. 8-10.

A Pot-luck supper was held in October when Miss Isobel Lockerbie of the Canadian Diabetic Association visited St. John's.

TEXTILE PAPERS

Papers given at the Post-Convention Textile Course are now available for $1.50. Included with the papers is a list of educational publications prepared by the Clothing and Textiles Committee. This list may be purchased singly for 25 cents. Send orders for either or both of these publications to C.H.E.A. National Office, 78 Sparks St., Ottawa, Ontario.

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COLLEGE CLUBS

Mount Allison

The Winter Carnival is being held at the University during the second week of February and the Home Economics Club has decided to enter the snow sculpture contest. Although we haven't decided what our sculpture will represent, we are hoping to combine the Carnival theme "Early Frontier" with some aspect of Home Economics. The girls are also challenging the Engineers to a "snowbowl" game as part of the festivities.

During Co-ed week, the club was host to the Commerce and Geology Societies at a dessert party. In early February we plan to sponsor a Valentine dance. We have also had several opportunities to serve at various campus functions and thus put our knowledge to practical use.

The highlight of this term will be our Fashion Show, which will be held toward the end of March. Committees are now busy planning for this big event.

The club has had the Tuck Shop concession in the Women's Residences and some of the proceeds from this and other events are going to be used toward buying books for the Home Economics library.

Eleanor Walker

University of Western Ontario

Here are some of the Home Economics Club's past and future activities for the 1962-63 session:

October: Welcome tea preceded by a film on Kroy unshrinkable wool.

November: A visit to Eldon House in London, a museum filled with wonderfully preserved pieces of furniture, as well as pottery, china, and art objects from all over the world dating back to the late 1700's.

February: Betty Barrymore of Barrymore Carpets, Toronto, will speak and demonstrate carpet decorating based on art and color.

March: An annual joint meeting with the London Home Economics Association will be held.

April: Elizabeth Wilson of the Department of Fisheries will demonstrate the use and preparation of shellfish.

Jill Harley

Manitoba

On February 5, the Home Economics Club held "Career Talks" to which all students and staff members were invited. The students had the opportunity to hear of the work of a home economist in a home service department, in post-graduate work and as a teached.

The first two weeks of February find the Home Economics students participating in the fun of Winter Carnival. The theme for the snow and ice sculpturing competition is "Mother Goose on the Loose."

Our annual Open House will be on March 1 and 2, and the Club is planning the refreshments. Ideas for Open House are buzzing around now and by March 1 these will have materialized into interesting displays and demonstrations.

Our Grads' Luncheon will be held on March 9. All the members of the graduating class and their mothers attend and this year the reading of the prophecy for each graduate will be one of the highlights.

Grads' Farewell is on March 15. The valedictorian this year is Gail Moffat, the vice-stick of Home Economics.

Pat Gilchrist

University of British Columbia

Our President, Pat Wray, was taken ill and was forced to leave university. Our council is now under the able direction of Miss Linda Clouston.

The main event on our social calendar spring term is the Home Ec. formal, this year called "Wonderland by Night."

We are now having vocational day talks. We have seven interesting speakers and are all looking forward to learning a little bit more about the scope of occupations when one has a B.H.Ec.

The banquet, annually given by the third year girls for the graduating class, will be on Feb. 20. Our speaker will be Miss Langridge, who has been around the world several times.

March 21 will be a "Spring Day." This is great fun and releases everyones' energy before studying begins in serious for our final exams which start April 19.

Anne Watson

The Editor Reports . . .

The phrase "A Year for Professional Progress" is now, I'm sure, quite familiar to Journal readers, but many may have wondered what particular meaning it has for home economists.

The words "professional progress" have been used for several years to designate a special committee which has concerned itself with philosophy and direction for the Association and its members. This year at the convention in Ottawa, Miss Charlotte Black and her group gave emphasis to the words when, as a premise to their report, it was stated, "professional progress must be a basic interest of every Association member, all must be interested in the image of Home Economics in our own eyes and in the eyes of the public" (C.H.E.A. Journal, 1962, 3:96).

Prophetic words indeed, for less than 3 months later one of our members, Miss Gwen Leslie, who attended the CBC-sponsored Conference on "The Real World of Women," had the following to say about our place in this world: "In an image-conscious era, home economists cast little shadow and seemingly no reflection in the Canadian community. If this is true—if indeed we have no professional identity, the fault can only be our own" (C.H.E.A. Journal, 1962, 4:126).

What is the fault and where does it lie? Do we not have the professional background which fits us to be real home economists or has the profession of a home economist been misrepresented to the public?

If the latter is true, what should be done to give the correct impression? As a contribution to the solving of this dilemna, the Journal intends to carry a series of articles entitled "Sharpening Our Image." These articles would examine writing, radio, television, adult education and community activity and the home economist to discover if she is making the best of her opportunities in these areas to give a true reflection of her profession.

On the other hand, how well equipped are we professionally to be home economists. We will never be able to provide the leadership expected of us unless we are prepared to advance ourselves. Have we become so enmeshed and weary trying to meet current problems with yesterday's experience that we have forgotten that refreshment lies in strengthening oneself with the knowledge of today?

Opportunities exist. If the profession is to progress we must seize them now—this year.

NEWS FROM CANADA'S CAPITAL

Department of National Health and Welfare, Nutrition Division

Mrs. Pauline Klosevych, Nutritionist, Group Feeding Section, assisted with two 5-day refresher courses for hospital cooks. Both courses were sponsored by the Manitoba Department of Public Health in cooperation with the Federal Department.

At the Atlantic Nutrition Conference, Miss Dorothy Sinclair presented a paper on "Nutritional Problems in Canadian Senior Citizens," and Miss Florence Swan participated in a panel discussion on "Nutritional Foods, Fads, and Quackery."

Miss Florence Swan, on leave of absence from the Maternal and Child Health Division, New Brunswick, is temporarily replacing Miss Suzanne Saint-Hilaire as supervisor of the Information Section.

Mrs. Eliane Pépin has left to join the staff of the Consumer Section.

R.C.A.F. Food Services Branch

F/L Betty Bell, Officer Commanding the School of Food Services, at R.C.A.F. Station Clinton, was promoted to the rank of Squadron Leader on the first of January.

F/O Kay Webb, on staff at Air Defence Command Headquarters, R.C.A.F. Station St. Hubert, Que., was promoted to the rank of Flight Lieutenant on the first of January.

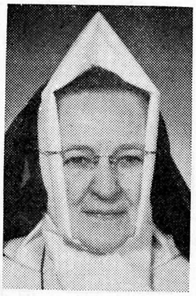
F/O Joyce Pace on staff at the National Defence Medical Center in Ottawa has been transferred to R.C.A.F. Station Rockcliffe.

Department of Fisheries, Consumer Branch

Mrs. Mary Smith, Vancouver, B.C., has retired and has been replaced by Miss Edna Raynor, formerly of Edmonton.

Who's Who in Canadian Home Economics

Sister Sainte Marie Solange (Lemay) B.Sc. (H.Ec.), M.S.



Born in Sainte Croix, Sister Sainte Marie attended primary school in her home town followed by secondary school training at Sainte Croix Convent. She took summer school courses at Pennsylvania State and at Iowa State Universities. The major part of her undergraduate work was at Laval University, and at Cornell University where she received her B.Sc. (H.Ec.). Her Master's degree in Nutrition she received from Columbia University. Her major work was on the allergies.

Sister Sainte Marie Solange has taught since 1935. She was appointed Director of the Home Economics Department of the University of Ottawa in 1960.

Sister Sainte Marie Solange says "My most special interest is in people, especially adolescents. Working with young people does help our enthusiasm."

WORLD FOOD RESOURCES

(*Continued from page* 6)

generation. The types and sizes and conditions of tenure of land holdings, whether tribal joint ownership, small family holdings or large estates under absentee ownership, are fixed in social custom and embedded in law. The arrangements and laws are past social inventions. In general, they were not invented to foster agricultural production, or if they were, it was to deal with problems of another time. Present production problems may call for a new set of social inventions in land tenure, but laws and customs are difficult to change. Hence, the great hue and cry in many countries today over "land reform."

Closely related to land reform is credit reform. In many countries there are no organized facilities from which farmers may borrow. A peasant can borrow only from private money lenders who charge usurious rates of interest. Once in debt, a farmer can seldom get out of debt, but must continue year after year paying a large part of what he produces to his mortgage holder. This has two effects. First, it forces a farmer to grow a cash crop that can be used to pay his interest, and if the cash crops are non-food in nature, reduces total food production. Second and more important, it prevents farmers from buying supplies and equipment that would enable them to apply more advanced technology and increase output.

Religious beliefs sometimes provide another type of barrier, for example, through dietary laws that restrict the kinds of food that may be eaten. The effectiveness of technical aid workers may often turn upon their sympathy and sensitiveness to these and their ingenuity in helping the people invent solutions to the problems these beliefs present.

Meanwhile, the most hopeful sign is that the people and their leaders, in so many countries, are actively concerned with the food problem. We, in turn, are learning that we cannot simply transplant our agricultural technology to another country which has different customs, values and patterns of social organization.

My overall conclusion is that as of this day and age, the chief limitation to man's food supply is not the physical resources of our planet nor the inadequacies of technological knowledge. Rather, it is in the area of social invention. The challenge is not so much lack of physical resources, but ineffective utilization of them. Ineffective because of barriers that man himself has created, or because he has not turned his inventiveness sufficiently upon the problem.

Canadian Freedom from Hunger Campaign

You may now obtain Share-A-Loaf cards *free* of charge from the Canadian Home Economics Association, 78 Sparks Street, Ottawa. Each card has slots for 20 quarters to be inserted, making a total of $5.00. It is suggested that when you do your weekly shopping, you "share a loaf," or slip one quarter into the card, thereby indicating that you care.

For a full description of the campaign and the Mysore project, please see your September 1962 Journal.

1963 International Congress on Home Economics

The ADVANCE DRAFT, Program of the Paris Congress, from July 22nd-27th, 1963, appeared in the December 1962 issue of the Bulletin, International Federation of Home Economics. It is herewith presented for the information of C.H.E.A. members who may be interested in attending the Congress.

Theme: Home Economics Education to Meet Changing World Conditions and Needs:

A study of the place and the responsibilities of the Home Economist:

- **in preserving the inherent values of family life;**
- **and serving the wider society.**

<table>
<tr><td>21st</td><td colspan="5">Afternoon:
Reception of delegates—registration.
MEETING OF THE EXECUTIVE COMMITTEE.</td></tr>
<tr><td>22nd</td><td colspan="2">Morning:
Reception of the delegates and registration.
INTERNATIONAL PERMANENT COUNCIL MEETING.
Planning of discussion groups.</td><td colspan="3">Afternoon:
Plenary session I—Opening speech—Presentation of the theme of the Congress—Welcome to the Congress members by the Recteur de l'Académie de Paris.</td></tr>
<tr><td>23rd</td><td>9 to 9:45 a.m.
Plenary session II A—Food and Nutrition.</td><td>10:15 to 11:15 a.m.
Plenary session II B—Food and Nutrition relative to Family.</td><td>1:30 to 4 p.m.
Discussion groups.</td><td>after 4 p.m.
Working session for the heads of discussion groups.</td><td>Evening
Reception at the Musée des Monuments français. Buffet.</td></tr>
<tr><td>24th</td><td>Plenary session III A—Housing and Family Living.</td><td>Plenary session III B—Housing and Health.</td><td>Discussion groups.</td><td>Working session for the heads of discussion groups.</td><td>Dinner on the River Seine.</td></tr>
<tr><td>25th</td><td colspan="2">Morning and Afternoon:
Visits of professional interest and,
Visits to exhibitions:
—Musée Pédagogique: French Home Economics;
—Secretariat of the Federation: Review of the activities of the International Federation of Home Economics.
INTERNATIONAL PERMANENT COUNCIL MEETING.</td><td colspan="3">Evening:
UNESCO: 6 p.m. Delegates Meeting.
7 p.m. Families come to meet the delegates to take them to dinner in French homes.</td></tr>
<tr><td>26th</td><td>9 to 10:15 a.m.
Plenary session IV—Family Life in Present-day Conditions.
Presidential address.</td><td>10:45 to 11:45 a.m.
Discussion groups.</td><td colspan="2">Working session for the heads of discussion groups.
INTERNATIONAL PERMANENT COUNCIL MEETING.</td><td>Dinner and Evening spent at the Castle of Versailles.</td></tr>
<tr><td>27th</td><td colspan="2">General reports: The week spent together; The work to be done; Resolutions.</td><td colspan="3">EXECUTIVE COMMITTEE.</td></tr>
</table>

See September 1962 Journal for Information Sheet.

Abstracts of Current Literature

Submitted by the University of Western Ontario, London

How to cut your dry cleaning costs in half.

1963. *Consumer Reports, Vol. 28, No. 1: 20-22.*

Consumers Union reports on coin-operated dry cleaning service which is now widely available on the U.S. market. C.U. group leaders and staff engineers give a favorable report on this new service which cuts down dry cleaning costs. The report points out two big advantages with the service: it saves money and is convenient. The limitations are also pointed out. The machines can't press garments but this isn't important for some items. The machines are also limited in removing spots and stains. Certain types of articles should not be cleaned by a coin-operated machine, e.g., raincoats. But the complaints and limitations were more than offset by praise for the machines' performance otherwise. C.U. engineers recommended a basic knowledge of the technique involved that is necessary to get the most satisfactory results from the machines. The report supplies this basic knowledge. Should you try the coin-operated machines for most of the family dry cleaning, advice is given for handling stains.

C.U. experts estimate you can cut your dry cleaning bill by half or more although you continue to send some articles to a commercial dry cleaner. This is a new consumer service worth watching.

The relation between calcium intake and roentgenologic osteoporosis.

I. Dallas *and* B. E. C. Nordin. 1962. *Am. Journal of Clinical Nutrition, 11: 263.*

Osteoporosis is a clinical disorder characterized by a reduction in bone mass without any known change in its chemical composition. Clinical osteoporosis in man could be due to prolonged negative calcium balance. This study used diet histories and bone roentgenorgrams collected from 1957 through 1960 and then tested the over-all relationship between dietary intake and the roentgenologic state of the skeleton. Of the 231 subjects in the report there were 128 cases of osteoporosis and 103 normal subjects.

The results confirm that there is a small but significant difference between calcium intakes of patients with and without osteoporosis. The mean calcium intake of normal subjects was 930 mg. per day and that of osteoporosis patients was 776 mg. per day. Virtually no subjects on a high intake were found to have osteoporosis, but on a low intake the disease may or may not develop, depending whether adaptation to low intake occurs. Calcium intake of men was higher than calcium intake of women and it is suggested that this might explain the sex difference in the incidence of the disease. Protein intake of the normal subjects was significantly higher than that of osteoporosis patients but this does not appear to have contributed to the disease since the mean intake of the patients was 59 gm. per day. It has also been shown that osteoporosis patients can reduce excretion of nitrogen and remain in nitrogen balance. No calculations of absorption and excretion of calcium were done, but it had previously been shown that calcium absorption of osteoporosis patients did not differ significantly from normal subjects.

In cases of negative calcium balance it is inevitable that incidence of osteoporosis becomes more frequent with advancing age. A negative balance of 50 mg. a day could last for 20 years before it caused a clinical disease.

Non-Wovens: The Loomless Fabric.

Wm. C. Segal. 1962. *American Fabrics, No. 58: 48-55.*

Ever since man became a social creature, he has been taking the fibers of plants and animals, spinning them into threads, and crossing the threads to become fibers. Modern industrial and scientific civilization has attempted to simplify this process, and within the last 25 years new horizons have been opened up by the development of non-wovens — a web or continuous sheet of staple fibers laid down mechanically or deposited by air.

Felt, known since prehistoric days, is built up without spinning or weaving. It is a wool fiber which felts together naturally because of its scale structure. Non-woven fabrics are produced largely from man-made fibers which do not have a natural tendency to felt together and which must be bonded together by chemical action or adhesives.

There are two basic processes for making non-wovens. 1. THE PAPER-MAKING TECHNIQUE: Man-made fibers from one-eighth of an inch to one inch long are bonded by the addition of synthetic resin to the paper—or the final sheet can be saturated with resin and subsequently fused. 2. THE DRY-WEB PROCESS: —producing the majority of non wovens today. Fibers three-quarters of an inch to several inches in length are formed into a web, through air deposition in a random pattern on a moving belt or screen, or through garnetting and carding machines. The structure is bonded by spraying or saturating with a resin, or by blending in a small proportion of a lower melting fiber and then fusing.

FIBERS AND FINISHINGS—The fibers include rayon, nylon, acetate, cotton, wool, acrylic, polyester and glass. The bulk of non-wovens are ready for the market as they leave the drying range. It is possible however to produce very attractive items from non-wovens using many of today's standard textile finishing techniques.

MARKET OUTLETS: 1. Industrial Products. 2. Sanitary and Surgical Products. 3. Household Products. 4. Apparel and Shoes.

THE FUTURE OF NON-WOVENS – The first steps in the age-old textile process have now been synthesized through chemistry, and already we have in our midst fabrics created without spinning or weaving. It is true they cannot yet be compared to the structural beauty of a woven cloth since, for the most part, they lack drape and touch, but within them lie the seeds of future development which will flower in the not too distant future.

Comparison of several market forms of potato products.

P. L. King, G. L. Gilpin *and* E. H. Dawson. 1962. *Journal of Home Economics, 54*: 837.

Yield in servings per pound, preparation time, palatability, and ingredient cost of frozen, dehydrated, and canned potato products were compared with those of comparable products made from fresh potatoes.

In several instances, convenience forms of potato products yielded nearly the same number of servings per pound as did comparable products made from one pound of fresh potatoes. Most of the differences in yield were due to differences in the amounts of ingredients added or waste discarded during preparation.

Total preparation time (includes worker time and time for steps requiring no supervision, such as baking and boiling) was longest for products made from fresh potatoes, and in most cases worker time (includes all preparation steps requiring the partial or full attention of the worker) was longest for fresh potatoes, too. The proportions of worker time and total time saved by convienence forms of potato products varied with the kind of potato product.

Processed potato products cost more per serving than did comparable products made from fresh potatoes if no monetary value was placed on the homemaker's time; but if the worker's time was valued at 50 cents an hour, many processed products were cheaper than those made from fresh potatoes.

Racial, ethnic, and income factors in the epidemiology of neonatal mortality.

C. V. Willie *and* W. B. Rothney. 1962. *American Sociological Review, 27*: 522-526.

Statistical reports of neonatal mortality rates in the United States indicate that non-white population rates are usually much higher than those of the white population. Other studies have suggested that rates for non-white and white parents in the same ecological area differ very little. The study reported here undertakes to deal with this problem.

The research was carried out in four neighborhoods, Negro, Native White, Italian, and Polish, in the lowest socio-economic area of Syracuse, N.Y., for the years 1950-56. The age of mothers was found to be constant. The socio-economic score was based on occupation, education, and housing characteristics. The neonatal mortality rate for the city as a whole for the 7-year period is 19 per 1,000 live births. The combined rate for the neighborhoods studied is 23, but this varies significantly from a high of 32 and 30 respectively in Negro and Native White neighborhoods to a low of 20 and 15 in Italian and Polish neighborhoods. Thus doubt is cast upon any hypothesis that racial factors directly contribute to variations in neonatal mortality rates.

Family income in the four neighborhoods varies from a low of $1,584 in Negro families, to a high of $3,121 in Polish families with Native White and Italian families falling in between. There is a statistically significant inverse relationship shown between family income and neonatal mortality rate in these neighborhoods, although in the rest of the city this relationship is of no significance. There would seem therefore to be a critical level of income above which the relationship does not exist, and this has been determined at $2,700 for the Syracuse of 1950-56.

Would members please note the change of address of the following Directors:

British Columbia:
Miss Ailsa McEachran,
103, 1898 Balsam St.,
Vancouver 9, B.C.

Ontario:
Miss Jean Bell,
Apt. 507, 57 Parkwoods Village Dr.,
Don Mills, Ontario.

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